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ABSTRACT

Brief descriptions are provided of four Ohio Follow Through programs, each of which is pilot-testing a different teaching model. The programs are: Akron, The PEP-IPI Model; Cleveland, The Responsive Environment Model; Dayton, The Engelmann-Becker Model; and Martins Ferry, The Mathemagenic Activities Model. The PEP (Primary Education Project)-IPI (Individually Prescribed Instruction) instructional model in use in Akron has two main objectives: (1) to insure that the child develops the basic physical, perceptual, conceptual and relational abilities that underlie learning in all fields; and (2) to insure that he makes steady progress, at his own rate, toward mastery of academic skills. The Responsive Environment Model in Cleveland is based on convictions that children learn best when they are interested in what they are doing, that they learn at different rates, and that they learn in different ways. An essential element of the model is the provision of a classroom environment that leads the children into discovering important facts about their social and physical world. Teaching materials foster skills in language, reading, arithmetic, and science. The Engelmann-Becker Model utilized in Dayton is based on programmed teaching materials based on the technology of task analysis, and concentrated on the acquisition of skills in language, reading, and mathematics. The Mathemagenic Activities Model at Martins Ferry focuses on concept development through teaching that incorporates pupil activities that tangibly exemplify the concepts. Supportive services and Parent Advisory Committee functions are described. (DB)

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PEOPLE WORKING TOGETHER

Follow Through in Ohio

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State of Ohio
Department of Education
1972

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Thousands of children in Ohio have benefited since 1965 from involvement in preschool programs funded under either Project Head Start of the Economic Opportunity Act or Title I of the Elementary and Secondary Education Act. These children—many living in depressed inner-city neighborhoods, others in rural pockets of poverty – were given an excellent start academically, physically and psychologically toward becoming healthy, self-confident, teachable individuals.

A good start, however, is not enough. When preschool "graduates" advanced to traditional kindergartens or first grades, they usually did well at first. Then, for many of them, performance began to fall off; attitudes of timidity and defeat or of blind rebellion took over. Parents, educators and politicians began asking, "After Head Start, what?" In response to this question came the Follow Through program.

Only four of Ohio's over 600 districts have Follow Through programs; and these programs operate in seven of the some 200 elementary schools in Akron, Cleveland, Dayton and Martins Ferry. During the 1971-72 school year, less than 2,000 of the 700,000 Ohio students in kindergarten through grade three were fortunate enough to be enrolled in Follow Through programs.

This publication is primarily about those *people* in Ohio involved in Follow Through *working together*—particularly parents and school personnel – to help boys and girls grow up and go to school in trying times under trying circumstances. Special thanks is extended to local program directors, to other Follow Through staff members, to Parent Advisory Committee members, and to the children themselves for helping to tell their story.

Martin W. Essex
Superintendent of Public Instruction

PEOPLE WORKING TOGETHER: Follow Through in Ohio □ Martin W. Essex, *Superintendent of Public Instruction* □ G. Robert Bowers, *Assistant Superintendent of Instruction* □ R. A. Horn, *Director, Division of Federal Assistance* □ State of Ohio Department of Education □ 65 South Front Street □ Columbus, Ohio 43215 □ 1972

PEOPLE WORKING TOGETHER

Follow Through in Ohio

Project Follow Through, established in 1967 under Title II of the Economic Opportunity Act and administered by the U. S. Office of Education, is an extension of the concern of Project Head Start for the physical, psychological and social well-being of our nation's seriously disadvantaged young children. In addition, Follow Through is an attempt to discover more effective ways of educating children than normally practiced in the traditional elementary school from kindergarten through grade three.

A number of educators and research centers had already foreseen this latter need. Some were in the process of creating, or had already developed, innovative teaching plans and materials that could be made available for field-testing and further development in the schools. After Project Follow Through was funded, sixteen of these innovative instructional models were selected as acceptable designs. (The number of models was later increased to twenty.) The research agencies concerned stood ready to act as sponsors, expounders, teacher-trainers, supervisors, local evaluators, consultants, and problem-solvers. Qualifying school districts, recommended by their state department of education and by their state Office of Economic Opportunities Agency, could choose whichever design they regarded as most suitable or most promising for them individually. In certain cases, school districts could propose locally designed innovative programs.

The funds available through Follow Through are not sufficient to permit large installations. To illustrate, in the 1970-71 school year there were only 155 Follow Through projects in the nation affecting an estimated 60,000 children. It is hoped, however, that evaluation of these experiences with the various innovative teaching designs will lead to recognition of which models, or which features of the models, work best in different types of situations. Educators may also learn which of the features common to all the projects are most significant for disadvantaged children and for elementary education generally.

Program Characteristics

Besides a willingness to try new approaches, various stipulations exist for participation in Follow Through. Here are some of the more important:

- The economic status of the locality and of the children served must qualify as "disadvantaged" according to national standards.
- At least half the children in any one project must have been in a full-year Head Start program or have had equivalent preschool experience.
- Follow Through funds must be supplemented by 15 percent ESEA Title I funds and 20 percent state or local funds.
- Besides the chosen teaching model, each Follow Through project must include supportive nutritional, medical, psychological and social services for the children involved.
- Efficient testing and record-keeping procedures must be maintained so as to permit an eventual national evaluation of the individual teaching models.
- Finally, a strong effort must be made in every case to secure the active support and assistance of the Community Action Agency, other concerned organizations, the community at large, and, particularly, the children's parents in planning and implementing the local project. A Policy Advisory Committee composed of at least 50 percent parents must be one of the chief instruments in accomplishing the objectives of Follow Through.

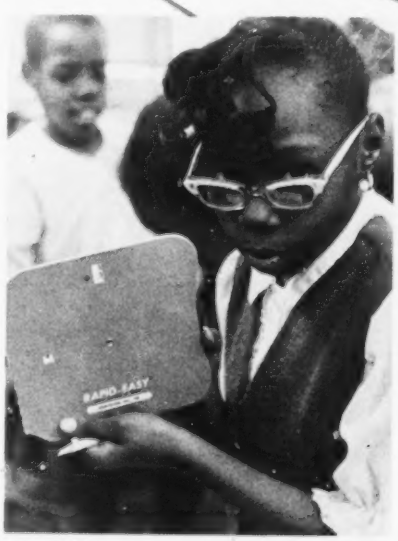
Many of the state and local agencies involved in Follow Through programs have begun to issue preliminary accounts of their respective projects. One cannot read these descriptions or visit any Follow Through operation without being impressed by the deep devotion, energy and concern that people show while working together to help the children. Indeed, from top to bottom – from the congressmen who made the program possible, to the various state and community educational agencies, to the sponsors and their research staffs, to the members of Parent Advisory Committees, to the teachers and aides in the classrooms – the factor of "people working together" is one of the most striking characteristics of Follow Through.

AKRON: The PEP-IPI Model

CLEVELAND: The Responsive Environment Model

Follow Through in Ohio

Four Follow Through projects are now operating in Ohio – in Akron, Cleveland, Dayton and Martins Ferry. In each instance, the limited funds available have confined the program to small segments of the school population. This serves to highlight the significant differences between the Follow Through innovative approaches and the methods used in traditional classrooms. One further significant element characterizes Follow Through in Ohio – *each of the four programs is pilot-testing a different teaching model.*



DAYTON: The Engelmann - Becker Model

MARTINS FERRY: The Mathemagenic Activities Model

General Considerations

This publication is not intended as an evaluation of Follow Through in Ohio. Yet, observation of the four projects permits a listing of some interesting common characteristics, regardless of the particular instructional model being pilot-tested:

- The children in each project seem happy, healthy, self-confident and *very* busy.
- Members of the teaching staff talk convincingly about the value of the program.
- Parents help to further each project and its broad objectives.
- Emphasis is placed on building the child's concept of himself as a person of value, who *can* learn and succeed.
- All Follow Through classrooms have a low ratio of children to adult personnel, often six to one or less.
- A great diversity of educational equipment and materials is *available and used.*
- A variety of activities and experiences are offered to the pupils.
- Teaching staffs and parents alike express a common concern about the transition of Follow Through children to the upper grades of the traditional elementary school.

The remainder of this publication is devoted to brief descriptions of each of the four Ohio Follow Through programs. Supportive services and Parent Advisory Committee functions are described separately at the end.

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Follow Through

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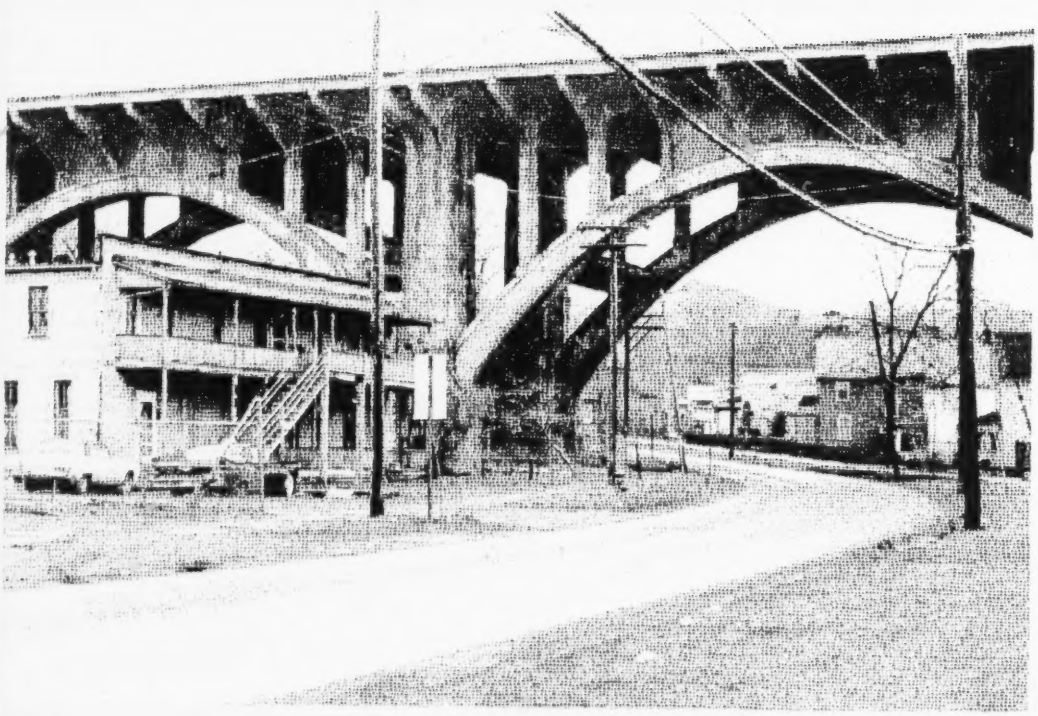
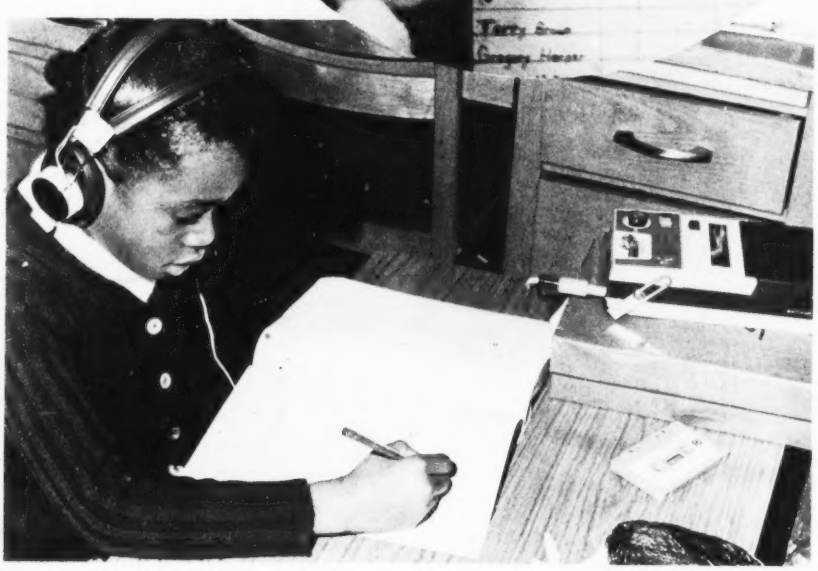


The Setting

Widely acclaimed as the rubber capital of the world, Akron is the fifth largest city in Ohio. Less well known is the fact that Akron is one of the largest trucking centers in the United States. The city also publishes many children's books and manufactures substantial quantities of toys, fishing tackle, automobile accessories and industrial machinery. Akron's plants and factories have always attracted large numbers of workers, especially from the South, and the city now has a population of more than 275,000. Over the years, however, changing economic conditions and steady technological advances have greatly reduced the demand for unskilled labor. As a result, several parts of the city are characterized by chronic unemployment and poverty.

Two of these areas, one in the east section and one in the north, each contain an elementary school in which Follow Through is a going thing. The two schools are Bryan and Robinson. In the neighborhoods these schools serve, weathered homes line the hilly streets. Here and there are corner stores. Stolid industrial plants are visible in the bottoms and on distant hillsides.

Mobility among residents of these two neighborhoods is relatively low. Interestingly enough, there is some evidence that occasional families stay put because they want their children to remain in the Follow Through program.



The Classroom Scene

Several children are working silently in one part of the room at assigned reading tasks – each busy with materials and exercises suited to his own reading level. In another area a boy, assisted by the teacher, is using Cuisenaire rods to do an arithmetic problem. Several children nearby listen to arithmetic tapes on individual headsets and mark their booklets in response to what they hear. A teacher's aide moves from child to child to check his progress and congratulate him on his success, or to give help if needed.

In a section marked "Exploratory Area," a number of pupils are engaged in self-chosen activities. Some are busy duplicating progressively more complex designs by stretching rubber bands around fixed pegs. At a science table, one girl is showing visitors two guinea pigs. To one side of all this, an aide is carefully testing a child's reading performance.

All these activities are typical segments of the Akron Follow Through project, which started with six full-day kindergartens in 1969-70. During the 1971-72 school year there were 450 children in 18 classes in kindergarten through grade two. Six classes of grade three will be added in 1972-73. In these Follow Through classrooms, the teacher does all the planning and the initial teaching. The aide reinforces the child's learning and helps him build a strong self-concept through success in his tasks. Parent volunteers assist in various ways. In addition, an educational specialist for each grade supervises, advises and assists with implementation. She also helps particular children when necessary, checks pupil progress, and oils the wheels in all kinds of ways so that each classroom for which she is responsible will be well-equipped and function smoothly.

The PEP-IPI Model

The instructional model being field-tested in the Follow Through schools in Akron is a combination of two programs – PEP (Primary Education Project) and IPI (Individually Prescribed Instruction). Both programs are products of the Learning Research and Development Center at the University of Pittsburgh, and that center is the sponsor of Akron's combination model. The center's research staff maintains close contact with the Follow Through project and provides for the thorough training of supervisors, teachers and aides in the aims and operational procedures of PEP and IPI.

The main objectives of the model are, first, to insure that the child develops the basic physical, perceptual, conceptual and relational abilities that underlie learning in all fields, and, second, to insure that he makes steady progress, at his own rate, toward mastery of academic skills. Such a model requires four components:

- A detailed and carefully sequenced continuum of learning materials (many of them self-administering and self-correcting).
- An established routine of testing at significant stages in each skill or content area.
- The drawing-up at intervals of a new individual learning prescription for each child (with the tasks and the necessary materials indicated).
- The keeping of detailed records on each pupil.

Emphasis in the PEP part of the program is on developing perceptual and motor abilities, language concepts, classifying skills, and reasoning abilities. IPI focuses on developing definite skills in reading and math, with 90 minutes a day devoted to each of these subjects. In the classroom, each child locates and takes his personal prescription "ticket" or folder (where his assigned tasks are coded by subject and level), finds the "task box" or the materials that match the coding, sets up any equipment he may need, and commences the prescribed work by himself.

A pupil does not move to the next higher level of learning until he has completed each task already prescribed and has made a satisfactory score on the test. The filmstrips, text materials and tapes developed by the sponsor are designed to meet individual requirements over a wide spread of abilities. For instance, the 25-book reading series ranges in grade level from 1.0 to 4.5. Such materials permit each child to learn at his own rate.

Science and social-studies projects – along with enrichment activities such as art, music and story-telling – vary and supplement the child's learning experiences. Moreover, since these activities are usually assigned to a qualified aide, they provide the teacher with time for the extensive planning and record-keeping required by this instructional model.

A visitor observing a roomful of children involved in this individualized yet highly organized teaching approach may ask, "What do you think will become of these specially trained children?" The answer from any of the project staff is prompt and firm: "They're going to make some great men and women!"

Prescriptic
Tick

The Parent Program

Parent involvement in the Akron Follow Through project is exceptionally strong. All the paid aides are parents. Other parent volunteers serve as willing helpers in the classrooms.

A Follow Through specialist, assisted by three social service aides, carries on an energetic parent program that has several distinctive aspects. Chief among these is a three-phase training course designed to make the home a greater source of reinforcement for the child. Phase 1 lasts one week, during which the rationale of the program and the function of reinforcement are explained to parents. Phase 2 consists of two hours of tutoring each morning for six weeks (the parents who come are paid $2.00 a day during this phase). Phase 3 seeks to bring about the transfer of learning to the home through visits and counseling by the social service aides.

In many instances teachers recommend that particular parents be contacted for this course. The teacher makes a formal evaluation of the child before the parent takes training, then does a follow-up later. More than once, after the training and after the parent has shown interest by visits to the classroom, a child's progress "zooms." Then, as the parent specialist says, "You know the training is working." An extra bonus for Follow Through is that the trainees often serve as volunteers in the afternoons. Many of them become aides or substitute aides later on. Thirty-three parents were trained during the 1971-72 school year, including two fathers.

A lending library of educational toys and games is also maintained for parents. Frequently, as the need arises, the parent specialist contacts the parent, prescribes a toy or game, and sees that the parent is instructed in its use.

In addition, special parent meetings are devoted to talks – on health or child behavior, for example – or to demonstrations on various aspects of the instructional model. Group activities – such as making simple articles needed in the classrooms or taking care of shoes and clothing for needy children, as well as social events (a fashion show, a bowling party) – help create a community feeling. The best evidence of this is the solid support that so many of these parents express for the Follow Through project.

Vital Statistics: 1971-72

Akron Follow Through schools:
Bryan and Robinson
Number of children enrolled: 450
Funding:

Follow Through	$341,000
ESEA Title I	51,265
Non-federal	228,430
Total	$620,695

Contact Person:
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Director, Supplemental Programs
Akron City Schools
70 North Broadway
Akron, Ohio 44308

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Follow Through in

The Setting

Cleveland, with a population of over 750,000, is the largest city in Ohio and the tenth largest in the United States. The city proper covers about 76 square miles, with the Cuyahoga River and its winding valley dividing the area into east and west sides. An inner harbor has been constructed southward from Lake Erie to serve the heavy industries located along the river – iron and steel mills, oil refineries, lumber yards, commercial docks and warehouses.

Cleveland has a long history of growth and prosperity. At present, however, it is laboring with problems afflicting many American cities, particularly large areas of urban blight and a heavy welfare load. Seventy-five of its 137 elementary schools qualify as Title I target areas. One of these, the Mary B. Martin Elementary School, is the site of Cleveland's Follow Through project, which serves all of the school's pupils in kindergarten through grade three. (The building also houses children in grades four through six.)

Mary B. Martin School is located on the near east side, about two miles from the lake. Not new, but clean and bright, the building itself seems the one assertion of hope and strength in a neighborhood that is silently being abandoned. The clearing away of deserted homes does help, however, by giving the children ample breathing space.

The constant turnover of pupils at Mary B. Martin seems to indicate that few of the residents have strong roots in the area. Little exists besides the school and a good branch library to hold the neighborhood in place or give it an identity. Nonetheless, the Follow Through project has brought a degree of vitality to the neighborhood.

The Classroom Scene

Follow Through started in the Mary B. Martin School in February 1968, with three kindergarten classes. By the 1971-72 school year more than 400 children were enrolled in 14 classes from kindergarten through grade three. The classroom scene is a busy one. In addition to a teacher and a teaching assistant for each classroom, one or two parent volunteers are usually present to help as directed. A tutor, a therapist, and (in kindergarten) an additional teacher assist as necessary. Two consultant teachers oversee the general operation of the classrooms.

The reason for four or more adults in the classroom is evident when one observes the simultaneous activities. In a kindergarten classroom, for example, one child may be using a number line to count by 2's. A group of children may be using coins to do their shopping at a store set up by a volunteer. A second group may be working with the teacher on phonic reinforcement. Other children may be busy with activities involving numbers, alphabet learning or the dictation of a story to an aide. In a quieter corner the speech therapist may be working with a single pupil.

For the most part, the classrooms are organized into special learning or interest areas. Following a plan worked out with the help of his teacher, a child regularly spends a part of his day in language arts, math, manipulative and science areas. In each of these areas there is a wide assortment of consumable supplies, instructional toys, tapes, records, programmed materials and "set-ups" for learning-by-doing and for problem-solving. With the teacher or an aide as a resource person, the children work and learn individually or in small groups. Music and story-telling are usually large-group activities. Whatever they are doing, both the adults and the pupils always seem deeply and happily absorbed in their work.

SCIENCE
Happiness is a good story.

The Responsive Environment Model

The instructional design being developed and tested in Cleveland's Follow Through project is the Responsive Environment Model, whose sponsor is the Far West Laboratory for Educational Research and Development at Berkeley, California. At the core of this model are the convictions that children learn best when they are interested in what they are doing, that they learn at different rates, and that they learn in different ways. As a consequence, an essential element of the model is the provision of a classroom environment so varied and so fascinating, and yet so interconnected, that the children are involuntarily drawn into discovering important facts about their physical and social world. Such an environment offers a wide range of avenues to learning. Furthermore, because the child is free to choose his activities, he is free of the pressure to advance until he is ready.

Special materials prescribed or developed for this instructional model foster skills in language, reading, arithmetic and science. Teacher check-off sheets insure that even though pupils select their own activities (among the controlled variety offered) and pursue them at will, each of them is eventually guided through planned programs having definite objectives in the major skill areas.

A language experience approach to reading is used to encourage children to develop language facility. This method moves from speech to print, using and respecting the child's own oral language as he dictates stories drawn from his own experiences. Then, as he learns to read his own stories, he begins to write them himself rather than dictate them. Finally he moves at his own rate to reading books and the stories of others. Since the child's own language and experience are respected in this method, his self-image improves, and his communications skills improve, as does his academic achievement.

In the language experience approach to reading, teachers, teacher assistants and volunteers are encouraged to:

- Read aloud to children every day.
- Discuss topics of interest with children.
- Help children to express their ideas with art media.
- Encourage children to choose writing as a recreational activity.
- Tell stories from real and imaginary experiences.
- Record the real and imaginary experiences of children.

With much individualizing of activities and of pace, it follows that a great share of the materials and equipment are, of necessity, self-administering and self-correcting. Because the resources are available, the pupil can complete activities by himself and know when he is right. The teacher is freed to work with individual children and with small groups.

Hopefully, the self-selected, self-paced and self-correcting activities of the Responsive Environment Model will help every pupil learn from his own discoveries. In Cleveland's Follow Through, at any rate, this teaching model seems to develop an ever-growing self-confidence, self-reliance and self-esteem on the part of the children.

The Parent Program

The Follow Through project at Mary B. Martin School includes a parent-involvement program serving two main purposes: (1) it helps parents understand the project and cooperate in its objectives for the children, and (2) it makes them realize that they are necessary to the project's success. Here are some of the ways in which parents participate:

- Assisting in the classroom and the school as paid employees – aides, data collectors or proctors during formal testing.
- Serving, with considerable pride, as volunteers in the classroom.
- Attending meetings and training sessions twice a month in which various objectives and procedures of the Responsive Environment Model are explained.
- Visiting other Follow Through projects.
- Going on field trips to enlarge their own experiences.
- Day camping with other Follow Through parents and families to share interests and pleasures.
- Participating in simple social gatherings and in group sessions on homemaking, child care, preventive health care and nutrition.
- Voicing their concern about matters that affect the health and future education of their children – about sickle-cell anemia, for example, or about the transition of pupils from Follow Through to the conventional grade four.
- Serving on committees to provide clothes, shoes and food for needy families.
- Learning the value of educational toys, which they may borrow to use at home with their children.
- Helping make materials and equipment to be used in the Follow Through classrooms.
- Striving to draw others, especially their men, into active participation in the parent program.

One has only to see a copy of the "Parents' Newsletter" to realize how energetic, purposeful and enthusiastic the Cleveland Follow Through parents are. The project has provided them with opportunities to be employed by the school or to serve as volunteers, to share ideas with others, to let their opinions be known, to help their children, and to enrich their own lives.

Vital Statistics: 1971-72

Cleveland Follow Through school:
Mary B. Martin Elementary
Number of children enrolled: 412
Funding:

Follow Through	$349,929
ESEA Title I	58,930
Non-federal	235,985
Total	$644,844

Contact Person:
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Cleveland, Ohio 44114

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Follow Through

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The Setting

Dayton, with a population of about 244,0
is the sixth largest city in Ohio. Located
southwestern Ohio, the city is on main tra
portation arteries from Pittsburgh to St. Lo
and from Detroit and Toledo to Cincinn
Dayton has hundreds of manufacturing pla
engaged in the production of cash regist
accounting machines, computers, elect
motors, air conditioners, refrigerators, pre
sion tools and aircraft parts. It is also
home of the world's largest magazine printi
facility and of Wright-Patterson Air For
Base. Engineers, research workers and skill
mechanics tend to be in good demand, b
with technological advances, unskilled wo
ers often have a hard time finding emplo
ment.

The three Follow Through schools—Edis
Grace A. Greene and Louise Troy—are
cated in the West Dayton Model Cities targ
area, an area approximately 3.4 miles squa
with a population of nearly 30,000 peop
Over half the families living in these neighb
hoods receive Aid to Dependent Childr
support and 75 percent fall into the lo
income category.

The neighborhoods around the three Follo
Through schools are for the most part co
posed of two-story frame houses. Scatter
among them, particularly in the Edison ar
are occasional old mansions still occupied
elderly members of original families. So
larger homes have been converted into hi
priced apartments. In the Troy area, shab
houses and vacant lots are gradually givi
way to neat rows of apartments and ne
single family residences. The turnover in t
pupil population in the three schools is ve
high, with families seeming to shift almost
random from one attendance area to anothe

The Classroom Scene

In a typical Dayton Follow Through classroom, short partition project from the walls to form separate teaching areas. In eac area a different subject—reading, language or arithmetic—i taught, by means of programmed materials, to four or five chi dren. On an end wall, strings of bright plastic tokens indicat "points" earned by each child toward some reward that he wi receive for work well done.

At short intervals one adult voice may be heard asking question, then another adult voice. In each case, the adult voic is followed by the answers of children, sometimes in chorus sometimes singly, and often shouted. There are no pauses in th quick alternation of voices in each area except for frequent inter jections of praise for the pupils: "Good." "Yes, that's right." "Right." "Very good!"

As each 25-minute instruction period draws to a close, som children kneel on the floor and use their seats as desks. Their tas is to do their "take-homes"—worksheets they will complet correctly in school and then take home to go over with the parents.

At tables or on the carpeted floor, other children are working independently. Several are busy with worksheets. One waits for an aide to check her paper. A boy with a headset is marking a piece of paper as he listens. Two other children are intent upon an arithmetic game. Several are clustered at a mock teller's cage marked "Bank."

The activities just mentioned all have the distinctive flavor of the Dayton Follow Through program, which received its first grant in 1968-69. By the end of the 1971-72 school year, over 900 children in grades one through three were involved. (Kindergarten classes are not included in the Dayton Follow Through project.)

Typically, a classroom has one teacher and two paraprofessionals who share the work load. Curriculum supervisors in each school, a data chief, video tape operators and a corps of trained testers do most of the planning, provisioning, testing and assessment. This means the teaching staff can concentrate all its energies on the pupils and the pupils can concentrate all their energies on learning.

The Engelmann-Becker Model

The instructional design chosen for the Dayton Follow Through project agrees well with the search of the Model Cities program for "rapid and imaginative solutions" to the problems of the disadvantaged. It is the Engelmann-Becker Model, whose research center is in the Department of Special Education at the University of Oregon.

This model has its roots in a positive faith that modern educational technology and modern behavior theory can combine to wipe out deficits in knowledge and skills of disadvantaged children. And precisely because the children are behind in knowledge and skills, it is felt that the methods must be such that the learning takes place at a faster than normal rate.

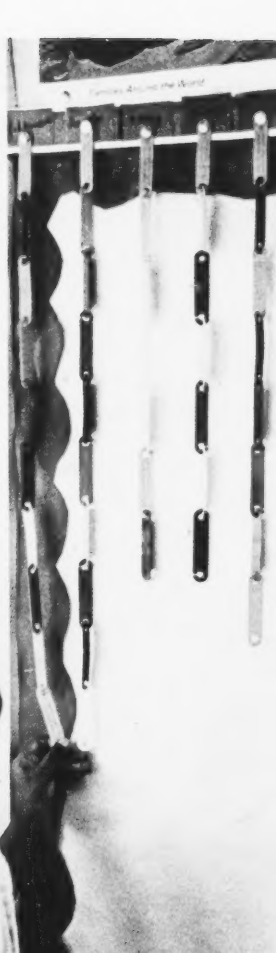
Essential to this model are programmed teaching materials based on the technology of task analysis. That is, the materials embody the most efficient sequences of steps possible in building from simple to complex skills, with both intermediate and final objectives specified from the start. To accomplish these objectives more quickly, the child's attention is focused and concentrated by the constant rapid responses demanded throughout the teaching sessions. In this model, individual testing is important and is done at six-week intervals by specially trained personnel.

Several conditions are linked with the proper use of the programmed materials. First, the level of the child when he enters Follow Through must be determined. He needs to be ability-grouped and entered at the right point on the continuum. At Dayton, this condition is met for newcomers by a "port-of-entry room," a classroom where the child is tested and given his first orientation to the special methods of the teaching model.

The second essential is that all members of the teaching staff receive regular inservice training. Included are intensive weekly training sessions, both in the *prescribed use of programmed materials* and in the *systematic application of reinforcers*. In the early stages reinforcers take the form of candies or other tangible immediate rewards for good work. Later, the child learns to work for delayed rewards (such as toys) that he earns over a period of time. But the real goal is to establish praise, a feeling of success, or the satisfaction of having done well as positive motivations. It is obvious at Dayton that this behavior-modification technique is highly effective in giving the children a concept of themselves as someone to be proud of, as *someone who can learn and do* – as well as anybody else in the world. To praise and reward for desired behavior rather than to ridicule, threaten, punish or bribe is the key to this behavioral technique.

In addition, a special effort is being made to incorporate certain elements of the IGE (Individually Guided Education) approach. Hopefully, this approach – using traditional materials when phasing out special Follow Through materials – will enable children to make the transition to the fourth grade easily and successfully.

Though the Dayton instructional model concentrates on the acquisition of skills in language, reading and mathematics, part of the day is devoted to other activities. The IGE approach is generally used in science, social studies, art and music. In addition, as with most Follow Through programs, there are several field trips a year to enlarge and enrich the children's world. One is usually a visit to the New Visions Museum housed at Edison School, where children can delight in novel sensory and cultural experiences.



The Parent Program

Various practical methods are used in the Dayton Follow Through program to involve the parents. Eighty of the 96 teaching aides in 1971-72 were parents. Other parents work as video-tape monitors, testers, data collectors, social workers and community aides. Many of the paraprofessionals are eligible to continue their education at a local community college. In addition, job counseling and family support services are offered through the Follow Through social workers.

The Engelmann-Becker programmed teaching procedures require a good deal of training for most parents to be able to help the child at home. Nonetheless, the behavior-modification techniques are ones that can well be understood and practiced by parents. A serious effort is made to this end through sponsor-developed training manuals and a regular series of weekly training sessions.

Parents are also encouraged to visit the classrooms, to assist as volunteers in various capacities, and to participate in the small social events planned to help them realize that they do have common interests and are vitally important to the success of the program.

Vital Statistics: 1971-72

Dayton Follow Through schools:
Edison, Grace A. Greene, Louise Troy

Number of children enrolled: 963

Funding:

Follow Through	$540,000
ESEA Title I	81,000
Non-federal	140,000
Total	$761,000

Contact Person:
Mrs. Willetta Weatherford
Follow Through Coordinator
Dayton City Schools
4280 North Western Avenue
Dayton, Ohio 45427

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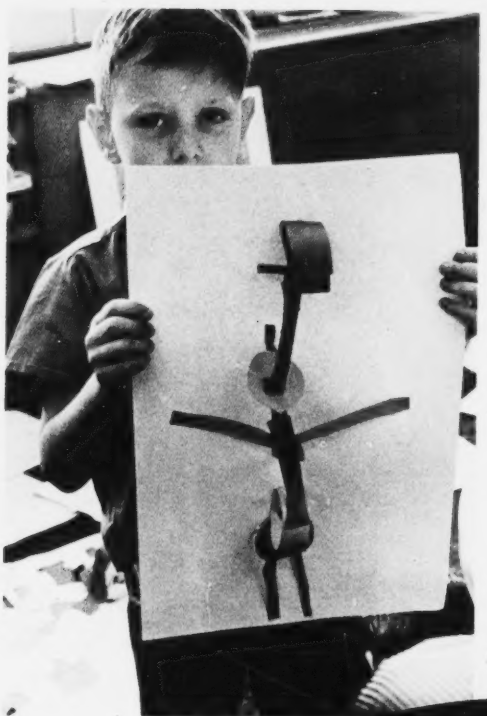
Follow Through in

The Setting

Martins Ferry lies on a narrow shelf of land along the Ohio River, with Appalachian foothills rising steeply behind it. Just opposite is Wheeling Island and on the other bank — Wheeling, West Virginia. The main highway from the west comes through broad strip-mining areas. In the town itself, between the highway and the river below, the black roofs of the Wheeling-Pittsburgh Steel mill stretch out acre after acre. Not large enough to be considered a city for statistical purposes, Martins Ferry is a town with a population of about 10,500. As a mining and factory community, the economy fluctuates with the health of those industries.

The school that houses the Follow Through project is North Elementary. Though there are some recently built homes among the foothills in the area, most homes of the children are older, frame dwellings in lower parts of town or similar homes perched along nearby ridges. Several government housing projects have taken advantage of the terrain farther up and provide pleasant, open views across the river.

In general, the residents of Martins Ferry are second- or third-generation Americans, and the population — as in many Appalachia towns — is fairly stable even through periods of high unemployment. For that reason, the rate of turnover among the children at North Elementary is low.



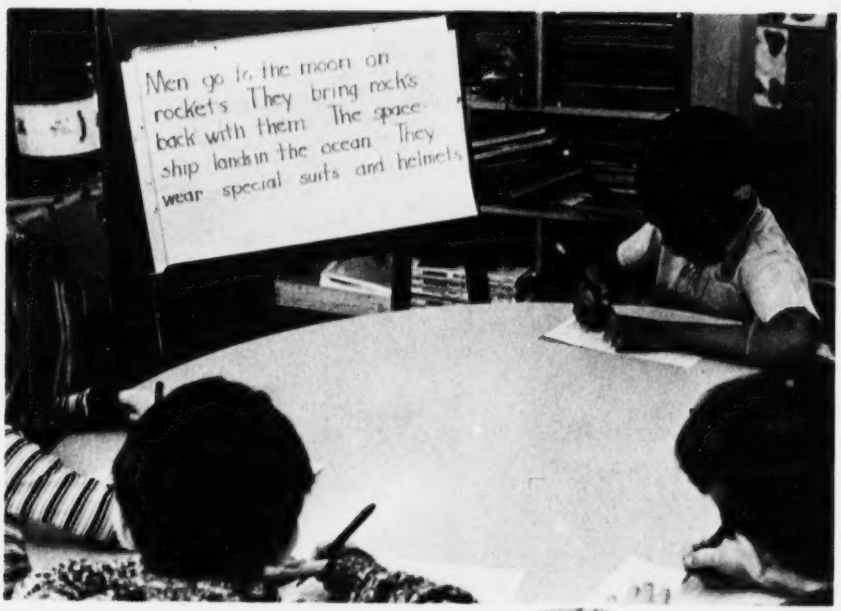
The Classroom Scene

The classroom is gay, with "clotheslines" of children's art in bold rhythmic patterns swooping across it and bright posters, pictures or charts on nearly every inch of surface. One child is still looking for a place to hang his collage. A cupboard door is partly open; within can be glimpsed shelves of colorful supplies and of tempting teaching devices.

No fixed partitions divide the room into separate areas, but four groupings of pupils clearly indicate that different types of learning are in progress. At the front, five children and the teacher are decoding a list of words with the same structural pattern. Several children in one corner are reading aloud together. They speak in unison, but it is obvious that the teacher's aide with them is alert to the individual voices, as from time to time she calls on a pupil to repeat a sentence or a phrase. At a round table in the middle, a second aide has given a group of youngsters sentences to complete. And, in an open space along the far wall, several children are engaged in individual pursuits, with a volunteer standing by. One child is working with "word houses" posted on the wall, making new words by changing the first letter. Another is arranging cardboard squares in a sequence so that the pictures on them tell a story. Two boys are forming words by fastening pop-on letters to individual pegboards.

The scene is typical of the Follow Through project at Martins Ferry. Each of the five classrooms has a teacher, two aides and, generally, a volunteer. The teacher does all the planning and the basic teaching. The aides and the volunteer conduct the follow-up activities. As for the children, the groupings are very fluid. A child may be in a high-ability group in one subject area and in a low-ability group in another.

The Martins Ferry Follow Through program began operation during the 1969-70 school year. All but the third-graders started the program in kindergarten. The project is the smallest one in Ohio, with only 120 pupils enrolled in 1971-72. Regardless, it gives an appearance of liveliness and earnestness. One longtime teacher expressed it very well. "Oh, yes, this is hard work," she said, "but at the end of the day you really know you've gotten somewhere."


Men go to the moon on
rockets They bring rocks
back with them The space
ship lands in the ocean They
wear special suits and helmets

The Mathemagenic Activities Model

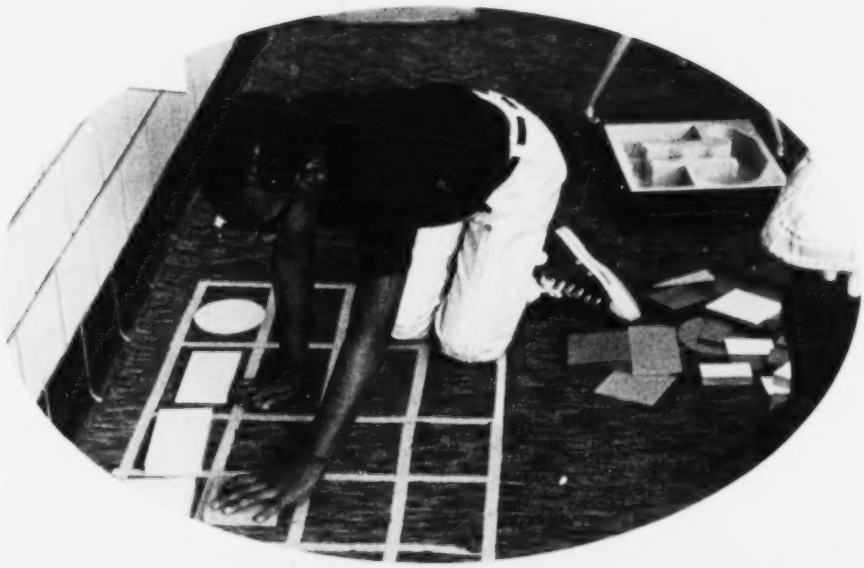
The instructional program that is being pilot-tested in the Martins Ferry Follow Through project is one sponsored by the Research and Development Center in Early Cognitive Stimulation at the University of Georgia. It is called the Mathemagenic Activities Program. That name is highly informative when one realizes that *mathemagenic* is formed from the Greek word *mathema,* meaning "learning," and the suffix *-genic,* meaning "producing." Thus, *mathemagenic activities* means "activities that result in learning." The sponsors of this model see concept-development (including self-concept) as one of the prime goals in the education of young children. They believe, furthermore, that concepts can best be acquired if the teaching incorporates pupil activities – many of them self-directed – involving objects and situations that tangibly exemplify the concepts.

An interesting feature of the Mathemagenic Activities Model is that only in the language arts and in mathematics (two areas that are stressed in all Follow Through programs) are specific sponsor-developed pupil materials prescribed. And, even in those two areas the teaching plan involves the use of additional, commercially produced texts. For all subject areas – language arts, math, science, social studies, art, music, health and physical education – there are detailed sponsor-created teachers' manuals that sequentially structure the skills and concepts to be learned. These guidebooks also give directions for sequencing the material in whatever commercial texts may be utilized.

The teaching units set up in the manuals are designed for use with small groups of children who have been found to have the same ability level in the particular subject area. They are stated in terms of behavioral objectives, are organized from simple to complex, and generally incorporate some means for knowing whether the objectives have been attained. They also specify or suggest the teaching procedures for the unit, as well as the related activities and materials needed.

This whole approach stimulates teaching techniques that constantly utilize physical and mental activities to effect the learning of concepts and to encourage discovery, thinking and problem-solving. It requires an abundance of demonstration equipment, educational games and devices. The important thing is that varied and lively teaching procedures are motivated.

Every Day
Eat the



The Vital Statistics: 1971-72

Martins Ferry Follow Through school:
North Elementary
Number of children enrolled: 120
Funding:

Follow Through	$ 96,250
ESEA Title I	12,770
Non-federal	89,550
Total	$198,570

Contact Person:
Mr. James Henthorn
Follow Through Coordinator
Martins Ferry City Schools
633 Hanover Street
Martins Ferry, Ohio 43935

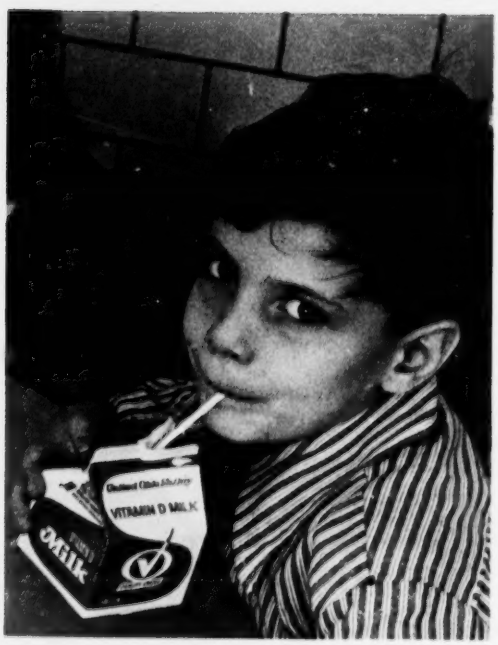
The Parent Program

Martins Ferry, because of its small-town character and its stable population, provides a good test for an innovative program – aimed not so directly at the children as to their elders. At the start, parent involvement was on the cautious side. Gradually this changed, and today most of the volunteers are parents, as are a few of the teacher's aides. In addition, there is good parent participation in other ways, with many parents now showing an active interest in the project.

A full-time parent-activities aide – guided by suggestions from the sponsor – plans and coordinates the various parent meetings. The basic objective is to acquaint the parents with Follow Through aims and procedures, to help them develop common interests in the project, and to implant the idea that they have a right and a responsibility to be involved. On weekly activity days the women sew, do craft work, or make articles to be used in the classrooms. Other parents – some fathers included – work at sorting and storing donated clothes, shoes and toys to be distributed to needy families. Snacks and small talk encourage the parents to keep coming. Classroom visits and the obvious absorption of the children in the Follow Through way of learning are other good reasons for growing parent involvement.

Follow Through
SUPPORTIVE SERVICES

Federal guidelines for the Follow Through program obligate participating school systems to maintain a concern *for the whole child* by providing various supportive services – nutritional, medical, social and psychological. Though there are variations in the way these services are provided in the different Follow Through projects in Ohio, they are in every case designed to insure a sound mind in a healthy body and regarded as most important for the well being of the disadvantaged children in the program.



Nutritional Services

A hungry child is not receptive to learning. Therefore, all Follow Through youngsters are served mid-morning snacks. Noon-time food is provided through the school's hot lunch program. For an afternoon break, the children may be given milk. In Cleveland and Dayton youngsters are also included in a breakfast program.

Medical Services

Supportive services are provided by nurses, physicians, dentists and optometrists. Not all these persons are on Follow Through payrolls. Some are members of the regular school staff. Others are with public health agencies. A number are private practitioners who volunteer their services.

Other Supportive Services

Follow Through psychologists and social workers provide supportive services. The psychologist's work goes far beyond routine testing, even into the classroom to observe the behavior of referral children. Social workers spend much of their time visiting in homes and working with parents.

Special services, such as speech therapy, are also provided as needed. Oftentimes, these services are in conjunction with the local special education program.

Follow Through

PARENT ADVISORY COMMITTEES

Each Follow Through project has a local Parent Advisory Committee (PAC) whose membership list makes one realize once again the part that cooperative effort plays in the program. Parents of the disadvantaged children constitute at least 50 percent of the committee. Other members include representatives of the Board of Education, the PTA, members of the Follow Through professional and paraprofessional staff, representatives of various community agencies and professional organizations, and interested citizens. The range of the PAC membership varies with the size and complexity of the community. Yet in all instances the PAC provides the opportunity for concerned groups to participate in decisions about the nature and operation of the Follow Through project.

The functions and activities of PAC also exhibit local variations. The most significant elements, generally speaking, are that each PAC does the following:

- Represents the interests of parents, public agencies, and professional organizations in the Follow Through project.
- Involves the development of the Follow Through application and of any subsequent major changes in the local project.
- Makes recommendations related to the selection of paid aides and volunteers.
- Conducts continuing assessments and offers recommendations in regard to the effectiveness of the project.
- Establishes procedures for consideration of any grievances on the part of parents.
- Promotes community action on health and safety measures and helps mobilize community resources.
- Organizes activities for parents and encourages their participation in the project as volunteers.
- Advises parents of local work or training programs.
- Encourages parent participation in community undertakings and organizations.
- Interests non-Follow Through educators and parents in the project and its instructional approach.
- Cooperates actively in attainment of the objectives of the Community Action Agency.

From this listing it can be seen that each PAC emphasizes the responsibility of parents to be concerned, informed and involved in achieving appropriate education for Follow Through children. Like the Follow Through program itself, each PAC is committed to efforts that assist in opening the school and the community to each other in a common cause – helping children to learn.

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QUOTABLE QUOTES

by children, staff members and parents

Gee, I didn't know all this was going on!

Self-respect and self-reliance and self-confidence, that's what we teach them.

I wasn't going to let my boy be in Follow Through. Am I glad I came and saw what it was myself!

They have to learn more and faster, because they start with so much less.

Her stay home? She cry any time I say she sick and can't go to school.

I'm so proud. My children they proud, too, to have their mama helping out in class.

Days I don't come to work in Follow Through, I just don't know what to do with myself after the dishes are done — just mope around the house.

Look at that boy. When he first come to Follow Through, he'd kick and bite — kick anything — the chair, your legs. You wouldn't believe! And, look at him now!

That behavior stuff — it work with my kids, so I try it on my husband. It work with him, too!

It's a comfort to know that a social worker or nurse is available when a child has a personal problem that needs immediate attention.

I pray I never have to go back to teaching regular kindergarten again!

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